3

<Team #3>

<Teachers Names>

<Project Title>

LEARNING JOURNEY REVIEW DOCUMENT

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| Laurence Goldberg is Director of Technology and Telecommunications for Abington School District, an ethnically and socio-economically diverse school district in the suburbs of Philadelphia. Laurence has over twenty years of experience in education and technology, including classroom teaching, and was in the creative arts before becoming a geek. | **Knowledge Building & Critical Thinking**   * Making connections between past and present cultures * Building knowledge of the various cultures through an examination of art * Forming and expressing aesthetic preferences and opinions * Understanding the relationship between art and cultural identity * Fostering awareness of the multicultural fabric of local communities |
| **Learning Beyond the Classroom**  The project to bring in family artifacts should foster discussion with family members on the artistic, culinary and musical traditions of their culture. The teacher may also schedule physical or virtual field trips to an art museum or other venue that is rich with cultural artifacts and information. |
| **Collaboration**  The team actively collaborated in discussion on the PILN community in preparation for the project. Team members created a wikispace with pages describing the project and representing the cultural background of each home school. Members completed the tour together and collaboratively photographed the artwork. They then compiled their work and created a collage of images representing their joint experience at the museum. After the Learning Excursions, team members collaborated online to further develop the wiki and photo projects, and used the collaborative work they had done together in Redmond as the model for the individual projects to be completed collaboratively with students at each school. |
| **Technology**  Technologies used included digital cameras, Microsoft PhotoSynth, Microsoft PhotoStory (???) , Microsoft FrontPage, Microsoft Office and Wikispaces, |
|  | **Learning Objectives and Goals of the Project**  < Share, briefly, what specific learning goals you are addressing and how you are supporting them in your project> |
|  | **21st Century Skills of the Project**  Group members and students will work collaboratively on observations, discussions, image compilation and narratives. Students will be challenged to use critical thinking skills to observe the cultural and anthropological ramifications of the artifacts, to form and express opinions about their artistic preferences, to infer meaning from the items, and to use the items as a basis for telling the stories of their family’s backgrounds. Creativity and digital fluency will also be fostered in their work with the images. |
|  | **After the forum**  The excursion and subsequent photo projects will be used as a model for lessons to be completed in the team members’ home district. Instead of an art museum visit, students will be asked to bring one artifact or object from home to the classroom, representing the students’ family cultures. This will be used as a basis for discussions of cultural traditions, identity, and the insight that art provides in these areas. Students will photograph one another’s artifacts and will work collaboratively to create PhotoSynths and slideshow narratives that provide explanations for each item. Students will observe similarities and differences among the items displayed and the cultures represented. |